Social Studies		I'll Trade A Ponce de Leon for a Columbus..." This lesson plan uses drawing programs and the Internet to help students learn more about exploreres and the discovery of the Americas		3rd Grade
History 3.3				C/T 5.3, 5.4
Independent work Software Applications				Understanding Self-Expressive

"I'll Trade a Ponce de Leon for a Columbus…"
Brenda Fogus
Nathanael Greene Elementary School

Curriculum Area	History and Social Science
Subject Area	Explorers
Grade Level	3rd Grade
Learning Objectives	• The student will be able to describe the discovery of the Americas by various explorers including their motivations, obstacles, and successes. • The student will conduct research on a specific topic. • The student will participate in the creation of a class database. • The student will be able to create a document combining graphics and text.
Correlation to the SOL	History 3.3 English 3.10 C/T 5.3, 5.4
Video/Technology Hardware/Software Needed	**For class:** Multimedia Computer with Internet connectivity, connected to a printer and possibly a scanner Computer Projection System Database software (such as *Microsoft Works* or *ClarisWorks*) Drawing software (such as *KidPix*) **Web Sites:** *Across the Sea: Europeans Explore the New World* http://www.education-world.com/a_curr/curr095.shtml *The Mariner's Museum Age of Exploration* http://www.mariner.org/age/menu.html *Discoverers By Alphabet (Discoverer's Web)* http://www.win.tue.nl/~engels/discovery/alpha.html *Gander's Academy European Explorers Resources* http://www.stemnet.nf.ca/CITE/explorer.htm
Materials Required	**For class:** Teacher-created database for students to use for entering data and a template for explorer trading card with merge fields in it (see attached example).

	For each student: Data sheet to guide them through the research process for gathering information on their explorer. Evaluation Rubric for project.
Procedures/Activities	1. Students choose an explorer to research off list provided by the teacher (to ensure that no duplicates are created). 2. Using the data sheet, students conduct research using CD-ROMs, books, encyclopedias, Web sites, and any other available resources 3. Students enter their data into the class database that has been created by the teacher for this purpose. The teacher may need to demonstrate this process for the students. 4. Students use drawing software to create a picture to illustrate their explorer. Alternatively, they may draw a picture and scan it, saving it in the appropriate graphic format to be used by the database software. 5. Students import their graphic into the trading card template after merging their information and print out enough copies for each student in the class. The teacher may need to demonstrate this process for the students. 6. Students cut and glue together the two sides of their trading cards. If desired, cards can be laminated using clear contact paper, or can be protected using plastic recipe cardholders. 7. Students exchange cards with other students.
Content Assessment	Teachers quiz the students, who use their trading cards for reference.
Technology Integration Assessment	The attached rubric can be used to assess the Explorer Trading Cards.
Extensions	**Drama:** Students can randomly choose cards from a pile and act out a meeting between the explorers chosen, based on the information provided in the cards. **Math:** Students can use the database to chart some statistical information, such as the average life span of explorers, or what percentage actually achieved the goal they set out to achieve. **Science:** Students can learn how explorers navigated by exploring compasses and other tools of the times. **Current Events:** Students can read about modern day explorers and talk about characteristics of explorers based on their research.

Place Illustration Here

Explorer
«Name»

Year of Birth:
«DOB»
Year of Death:
«DOD»

Country of Birth:
«COB»
Country Explorer Worked For:
«CEWF»

Author: «CEWF»

Voyages

Year Begun	Goal of Voyage	Where Explorer Went	Major Achieve-ment
«IYB»	«IGOV»	«IWEW»	«IMA»
«IIYB»	«IIGOV»	«IIWEW»	«IIMA»
«IIIYB»	«IIGOV1»	«IIIWEW»	«IIIMA»
«IVYB»	«IVGOV»	«IVWEW»	«IVMA»

Other Notable Career Highlights:
«OTHER»

Data Sheet

Explorer:

Year of Birth:

Year of Death:

Country of Birth:

Country Explorer Worked For:

Voyage 1:
      Year Begun:
      Goal of Voyage:
      Where Explorer Went (water or land):
      Major Achievement:

Voyage 2:
      Year Begun:
      Goal of Voyage:
      Where Explorer Went (water or land):
      Major Achievement:

Voyage 3:
      Year Begun:
      Goal of Voyage:
      Where Explorer Went (water or land):
      Major Achievement:

Voyage 4:
      Year Begun:
      Goal of Voyage:
      Where Explorer Went (water or land):
      Major Achievement:

Other Notable Career Highlights:

Evaluation Rubric for Trading Cards:

	Excellent (4 pts.)	Well-done (3 pts.)	Average (2 pts.)	Poor (1 pt.)
Technical	WELL-DONE, plus card is glued neatly	AVERAGE, plus card is neatly trimmed	All borders are followed, for text and graphic	Card is sloppy, with margins out of place and picture poorly placed
Content	WELL-DONE, plus extra information is included, especially in OTHER category	AVERAGE, plus information is well-worded and clear	All information is included AND no information is incorrect AND no spelling errors	Missing information OR some information is incorrect OR spelling errors
Creativity	Graphic is excellent and appropriate	Graphic is colorful and neat	Graphic is simple	Graphic is very simple OR sloppy